Title IV – Budget, States, Districts & You
1. Introductions

2. What is Title IV-A?

3. Hear from Local Advocates Implementing Title IV-A
   • Mark Despotakis, PMEA Advocacy Chair & Progressive Music
   • James Daugherty, NCMEA Immediate Past-President
   • John Gallagher, NYSSMA Chair of Public Relations

4. The Federal Budget Process
   • FY 2017 (current year)
   • FY 2018 Update & How it Affects Education Funding

5. Q & A
NAfME Public Policy Staff

Lynn Tuttle
Director of Public Policy, Research, & Professional Development

Ronny Lau
Public Policy Advisor

Tooshar Swain
Public Policy Advisor
What is Title IV – A?

- The “Every Student Succeeds Act” (ESSA) includes a new block grant titled Student Support and Academic Enrichment Grants (SSAEG), created under Title IV, Part A.

- Designed by a bipartisan effort, this grant will be used to help states and school districts better serve disadvantaged students, including providing access to well-rounded education subjects, which includes music and arts.
What is Title IV-A?

What it funds:
1. Educational Technology;
2. Safe and Healthy Students;
3. and **Well-Rounded Education**.
   • *First two must spend dollars on evidence-based programs; well-rounded education language is about access for all children; evidence-basis not required*

How funds are distributed: Annually by each state to **each** district through funding formula based on funding allocations to districts from Title I, Part A, Subpart 2. Funds spent at the **district level**, not school site level.
Sec 4106. – Local Educational Agency Applications

(a) ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall—

1. submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and complete a needs assessment in accordance with subsection (d)

NEEDS ASSESSMENT - Used to “examine needs for improvement of access to, and opportunities for, a well-rounded education for all students;”
Needs Assessment
Over/Under $30K

School districts that receive an allocation ABOVE $30,000:
1. **MUST** conduct a needs assessment
2. Expend 20% on well-rounded;
3. Expend 20% on safe & healthy activities
4. The remaining 60% of the money can be spent on all three priorities, including technology.
5. *There is a 15% cap on devices, equipment, software and digital content.*

School districts that receive an allocation UNDER $30,000:
1. Not required to conduct a needs assessment
2. No set-aside percentages for well-rounded and safe & healthy activities.
3. Districts must spend money on activities in at least one of the three categories.
4. 15% technology cap continues to apply.
Needs Assessment

**Assess** LEA and School Needs for Well-Rounded Education including **Music Education**

**Plan** to address any areas needing support including **Music Education**

**Implement** changes utilizing Title IV funds

**Evaluate** if the needs were met and/or changes are needed

**Apply** for Title IV funds to provide support including **Music Education**
Title IV, Eligible Use of Funds

- The **Opportunity-to-Learn (OTL) standards**
- Each category provides OTL standards or indicators describing “**basic**” or “**quality**” music education programs.
- Title IV, OTLs & You Webinar Archive!
  - [https://nafme.org/advocacy/public-policy/](https://nafme.org/advocacy/public-policy/)
    (Under, NAFME Advocacy Webinar Series)

Areas Addressed

<table>
<thead>
<tr>
<th>Curriculum &amp; Scheduling</th>
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<tbody>
<tr>
<td>Staffing</td>
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<tr>
<td>Materials &amp; Equipment</td>
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<tr>
<td>Facilities</td>
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Hear From Local Advocates!

Implementing Title IV-A Successfully
It's important for music educators to explore using these funds because:
1. Any additional funds can be helpful to music education programs
2. Proving the value of this new funding stream may serve to increase the amount of funding in the future
3. By asking for funding, you may find your administration will find ways to fund your program, even if it's isn't through these federal funds
1. Conduct a "needs assessment" to determine in what areas your program can be improved
2. Present a case to your administration that you can use this SSAE money for things or experiences that your district's regular budget doesn't support
3. Provide supporting information to your administration so they can include it on their Pennsylvania federal funds application

AREAS TO EXPLORE IN YOUR NEEDS ASSESSMENT
- Musical Instruments
- Sheet Music
- General Music Supplies/Text Books
- Performance Space Upgrades
- Music Technology (Computers, tablets, software)
- Curriculum Materials
- Content Area Specific Professional Development
- Additional Music Courses (Adding a piano or guitar class)
- Music Related Field Trips
www.pmea.net
Davidson County Schools Needs Assessment Example

James Daugherty (North Carolina)

Davidson County Schools (NC) completed a comprehensive needs assessment survey in November 2017 as a part of our application for ESSA Title IV, Part A funds.

The needs assessment survey included input from a stakeholder group representing students, parents, principals, instructional program specialists, a faith based organization, community based organizations, and representation of local government.

The stakeholder group discussed the three main parts of Title IV including a well-rounded education, safe and healthy students, and supporting the effective use of technology.

Questions for the stakeholder group were organized into three sections representing each major section of the subpart in Title IV. Before beginning the needs assessment, the stakeholder group was given the opportunity to delete or expand questions based upon their understanding of the purpose of the grant.
The purpose of a well-rounded education is to provide an enriched curriculum and educational experiences to all students, starting with early learning opportunities that make time for exploration and continues with K-12 education that helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. To increase access to Well-Rounded Educational Opportunities in subjects including: Arts, History, Geography, Computer Science, Music, Career and Technical Education, Health, etc.
Title IV Process

Joined with three Assistant Superintendents
Three other Curriculum Directors

My Focus - Purpose I – Narrative
School District Geography/Socio-Economic Background
Music and Art Program Statement and Recognitions
Involvement in Liberty Partnership (w/SCCC), Leader in Me, Robotics,
Community Support from PTAs, Civics, Fire Departments,
Title IV Process

Needs Assessment:
Musical Instruments & Equipment
Computers and Software for Art Courses
(Advertising, Animation, Computer Graphics)

Who will use them?

Professional Development
Rates for Teacher Training

Adhering to NEW NYS Learning Standards in the Arts
All Federal Funding Requests: A Reality Check

- Limited amount of funds
- Supplemental funding – can’t replace funds already available
- Large list of requests – not just music education requests

- Be Polite, Be Accurate in your Needs Assessment, Be Collaborative
The Federal Budget Process
How do federal funds get to my school?

• Federal allocations based on funding formulas in the law

• Allocations go to the states

• State education agencies (SEAs) allocate funds to districts
  • Based on the law’s funding formula
  • Based on state law

• Districts apply for the funds
  • Allocate across schools (or not!) based on program law, rules and guidance
  • Can be via a state level competition – e.g. some states with Title IV, Part A

• Funds are distributed via the state education agency
The Federal Budget Process

But before federal funding reaches your state and school district, all decisions are made first at the national level...

<table>
<thead>
<tr>
<th>Executive Office</th>
<th>Congress</th>
<th>Congress</th>
<th>Becomes Law</th>
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<tbody>
<tr>
<td>President’s Request</td>
<td>President’s Request</td>
<td>Budget Resolution</td>
<td>Appropriations</td>
</tr>
<tr>
<td>Federal agencies submit request to the President.</td>
<td>Congress creates and passes their own budget resolution.</td>
<td>House and Senate appropriations subcommittees receive their top-line spending limits to draft their respective bills.</td>
<td>Appropriations bills signed into law by President, setting spending for the fiscal year.</td>
</tr>
<tr>
<td>The President compiles and submits a budget request to Congress.</td>
<td>Budget resolution is non-binding and not law.</td>
<td>Subcommittees draft appropriations bills.</td>
<td>Ideally, the process should be completed by October 1 (when fiscal year starts).</td>
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<tr>
<td><strong>Sets spending caps for appropriators</strong></td>
<td>Appropriations bills passed by both the House &amp; Senate.</td>
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# Title IV-A Funding Examples

<table>
<thead>
<tr>
<th>Program</th>
<th>FY17 Enacted</th>
<th>President’s FY18 Budget</th>
<th>House FY18</th>
<th>Senate FY18</th>
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<tbody>
<tr>
<td>Title IV, Part A</td>
<td>$400 million</td>
<td>$0 (Eliminated)</td>
<td>$500 million</td>
<td>$450 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1.6 billion (Authorized)</td>
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## Ratable Reduction Example

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<thead>
<tr>
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<th>$300 M</th>
<th>$500 M</th>
<th>$700 M</th>
<th>$1.0 B</th>
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<tbody>
<tr>
<td>PA Warren County School District</td>
<td>$25</td>
<td>$48</td>
<td>$69</td>
<td>$99</td>
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<tr>
<td>PA Warrior Run School District</td>
<td>$10</td>
<td>$17</td>
<td>$24</td>
<td>$35</td>
</tr>
<tr>
<td>PA Warwick School District</td>
<td>$10</td>
<td>$15</td>
<td>$21</td>
<td>$30</td>
</tr>
<tr>
<td>PA Wayne Highlands School District</td>
<td>$13</td>
<td>$25</td>
<td>$36</td>
<td>$52</td>
</tr>
<tr>
<td>PA Washington School District</td>
<td>$13</td>
<td>$24</td>
<td>$34</td>
<td>$49</td>
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ESSA, States and Title IV: 
FY 17 - Compete or Not Compete?

Underfunding Leads to Optional Language...
Despite being authorized at $1.65 billion, the block grant only received an allocation of $400 million in FY 2017.

Because of its low appropriations level, Congress included language that allowed states to allocate money to districts on a competitive basis so that they could receive larger allocations and make meaningful investments.

Of the 50 states, nine have chosen to utilize the competitive option: IN, NE, NV, NH, NM, NY, OK, UT, and MN.
FY 2018

Congress started the process “backwards” by drafting appropriations bills for FY 2018 without agreeing on a budget resolution.

Congress was unable to pass a spending agreement in September 2017 and has passed several Continuing Resolutions (CR) since.

How Has This Affected Education Funding?
Appropriators reached multiple standstills and realized under the sequester caps, they were unable to make the necessary federal investments in non-defense discretionary (NDD) programs.

NDD: Many key-education programs that affect the music education community fall under as a discretionary program.
Budget Deal Reached – FY 2018

On February 8, Congressional leaders finally reached a bipartisan budget agreement.

What the agreement does:

- Eliminates sequestration cuts and raises both defense and NDD spending caps for two years.
- The deal allows for a total of $131 billion in additional NDD spending for fiscal years 2018 and 2019.
- Gives Congress until March 23 to pass an Omnibus Appropriations Bill.

Congress now has the wiggle room to properly fund key-education programs in the Omnibus, including ESSA’s Title IV-A.

This is a huge win for music education, but our work for FY 2018 isn’t over yet...
Here you will find different ways on how YOU can:
• Support Music Education in Federal Education Policy!
• Be Involved With the Legislative Process!
• Engage Your Members in Congress!

https://nafme.org/advocacy/grassroots-action-center/
As always, music educators can complete a short quiz after the webinar to receive recognition for professional development valued at one contact hour.

http://bit.ly/TitleIV

**Case Sensitive**